

## Centerville School District Improvement Plan/Progress Report Form

<b>Principle One: General Supervision</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  The district does not have documentation to verify that services were being provided to one student listed on the district's 2003 child count. Interviews also confirmed there was not an IEP in effect on December 1 <sup>st</sup> of 2003 for this student.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The school district's child count will reflect accurate information.				
<b>1. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.  All students reported on the child count will have an IEP in effect on December 1 <sup>st</sup> of the reporting year.				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? Special education staff will keep a file of the IEP cover sheets for each student they are case manager for. This information will be given to the business manager/superintendent to make additions and corrections to the SIMS report as needed.  What data will be given to SEP to verify this objective? A statement that these steps were taken will be submitted to SEP.	January 30, 2006 On going there after	Case manager and superintendent Or designee	<b>Met January '06</b>	
Please explain the data (6 month) <b>Each case manager was given a file of the IEP cover sheets for each student on her caseload. The information was verified and submitted to the superintendent designee (Special Ed. Director). Additions and corrections to the SIMS data was made as needed.</b>				
Please explain the data (12 month)				

6 month reporting date 01/21/06      received 1/16/06  
 Closed 1/18/06

<p>2. What will the district do to improve?          The child count will be reviewed yearly by each case manager prior to the final child count being submitted to the Department of Education.</p> <p>What data will be given to SEP to verify this objective?          A statement that these steps were taken will be submitted to SEP.</p>	<p>January 30,          2006          On going          there after</p>	<p>Superintendent or          designee</p>	<p><b>Met          January '06</b></p>	
<p>Please explain the data (6 month)  <b>Each case manager verified the data for each student on her caseload before it was submitted to the Department of Education. Superintendent designee (Special Ed. Director) reviewed every file.</b></p>				
<p>Please explain the data (12 month)</p>				

<p><b>Principle Three: Appropriate Evaluation</b></p>
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Through file reviews and interviews, the review team found that reevaluations were not completed for two students. One student recently moved to the district in the fall of 2004 and is on the December 2004 child count as other health impaired (555). This student has not had a reevaluation since 2001. Upon entering the Centerville school district, eligibility for the student was based on an April 2004 evaluation review, which noted no additional evaluation was needed. At a minimum, the district must reevaluate achievement when determining whether the child continues to need special education and related services. In addition, since the student has been diagnosed with attention deficit disorder, behavior assessment would need to be completed to determine eligibility.</p> <p>A second student is on the district's child count as autistic (560), which was determined in August 2001. Since that time, various evaluations have occurred; however, the district has not completed a comprehensive reevaluation. File review and staff interview indicated various evaluations were completed, which did not consistently have parent consent, nor were follow-up meetings held to discuss the evaluations consistently documented.</p>
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that reevaluation are conducted in all areas of the suspected disability and determine the students' eligibility and educational needs at least every three years or if conditions warrant or if the child's parents or teacher requests an evaluation.</p>

6 month reporting date 01/21/06      received 1/16/06  
 Closed 1/18/06

<p><b>1. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>Student will have a reevaluation conducted in all areas of the suspected disability and determine the students' eligibility and educational needs at least every three years or if conditions warrant or if the child's parents or teacher requests an evaluation.</p>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress</b> Record date objective is met</p>	<p><b>12 month progress</b> Record date objective is met</p>
<p>1. What will the district do to improve? The district will conduct for both students a reevaluation in all areas of the suspected disability and determine the students' eligibility and educational needs.</p> <p>What data will be given to SEP to verify this objective? The district will submit a copy of each student's multidisciplinary report, which will document the outcome of the evaluation/meeting.</p>	<p>As soon as possible</p>	<p>Case manager and superintendent or designee</p>	<p><b>Met</b> <b>January '06</b></p>	
<p>Please explain the data (6 month)</p> <p><b>MDT reports for both students were sent 6-10-05. Student 1 moved in Oct. 05. MDT report for student 2 was sent on 1-17-06.</b></p> <p>Please explain the data (12 month)</p>				
<p>1. What will the district do to improve? The district will ensure students have reevaluations conducted in all areas of the suspected disability and determine the students' eligibility and educational needs at least every three years or if conditions warrant or if the child's parents or teacher requests an evaluation.</p> <p>What data will be given to SEP to verify this objective? The district superintendent will spot check two student files from each special education teacher who has conducted a re-evaluation assessment, to verify students have reevaluations conducted in all areas of the suspected disability and determine the students' eligibility and educational needs at least every three years or if conditions warrant or if the child's parents or teacher requests an evaluation. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>January 30, 2006 On going there after</p>	<p>Case manager and superintendent or designee</p>	<p><b>Met</b> <b>January '06</b></p>	

6 month reporting date 01/21/06      received 1/16/06  
Closed 1/18/06

Please explain the data (6 month)

**Superintendent designee (Special Ed. Director) reviewed reevaluations that had been conducted between 8-05 and 1-06. Seven special education teachers were reviewed, three of whom had been involved in the reevaluations. Six files were reviewed. In every case, the students were evaluated in all areas of the suspected disability, student's eligibility and educational needs were determined. Three more reevaluations are currently in progress.**

Please explain the data (12 month)

### Principle 3: Appropriate Evaluation

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

A student file review completed by the review team indicated that a reevaluation was completed in January 2004. The disabling condition reported on the child count was not substantiated by documentation within the file. The student's evaluation information did not support meeting the criteria for other health impaired (555). Documentation from a medical doctor is present; however, there is no evidence that the health problem (attention deficit disorder) adversely affects the student's ability to gain benefits from the educational program. In addition, the individual education program (IEP) indicated on the consideration of special factors page that the behavior does not impede learning.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will conduct comprehensive evaluation to identify eligibility for special education in South Dakota.

**2. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

When students are evaluated for the suspected disability of other health impaired all required and appropriate areas will be evaluated.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**6 month  
progress**  
Record date  
objective is met

**12 month  
progress**  
Record date  
objective is met

6 month reporting date 01/21/06      received 1/16/06  
Closed 1/18/06

<p>1. What will the district do to improve? The district will conduct a comprehensive multidisciplinary reevaluation in all areas of the suspected disability and determine the student's eligibility and educational needs.</p> <p>What data will be given to SEP to verify this objective? The district will submit a copy of the student's multidisciplinary report, which will document the outcome of the evaluation/meeting.</p>	As soon as possible	Case manager and superintendent or designee	<b>Met January '06</b>	
<p>Please explain the data (6 month) <b>Reevaluation was completed. MDT report for this student, dated 12-19-05, was submitted 1-17-06.</b></p>				
Please explain the data (12 month)				

<b>Principle Three: Appropriate Evaluation</b>				
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In five of the twelve files reviewed, documentation did not support students were assessed in all areas related to the suspected disability.</p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure, at a minimum, that evaluations include the following: that a child is assessed in all areas related to the suspected disability, including as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.</p>				
<p><b>3. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels</p> <p>Children referred for a comprehensive evaluation will be assessed in all areas related to the suspected disability.</p>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met

6 month reporting date 01/21/06      received 1/16/06  
 Closed 1/18/06

<p>1. What will the district do to improve? When students are evaluated for a suspected disability, all areas will be assessed.</p> <p>What data will be given to SEP to verify this objective? The district superintendent will spot check two student files from each special education teacher who has recently conducted an initial or reevaluation assessment to verify the student was assessed in all areas related to the suspected disability. The total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>January 30, 2006 On going there after</p>	<p>Case manager and superintendent or designee</p>	<p><b>Met January '06</b></p>	
<p>Please explain the data (6 month)</p> <p><b>Superintendent designee (Special Ed. Director) reviewed initial and reevaluation assessments that had been completed between 8-05 and 1-06. Seven special education teachers were reviewed, five of whom had been involved in initial or reevaluation assessments. Fifteen files were reviewed. In each case, students were assessed in all areas related to the suspected disability.</b></p>				
<p>Please explain the data (12 month)</p>				

<p><b>Principle Four: Procedural Safeguards</b></p>
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Consent was not obtained for evaluations administered to students in four files reviewed. For example, an adaptive behavior evaluation was administered but was not included on the prior notice/consent signed by the parent and a transition evaluation was administered without prior notice/consent from the parents.</p>
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure informed parental consent is obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services.</p>

6 month reporting date 01/21/06      received 1/16/06  
 Closed 1/18/06

<p><b>1. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>Informed parental consent will be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services.</p>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve? Parental consent will be obtained for all evaluations.</p> <p>What data will be given to SEP to verify this objective?            The district superintendent will spot check two student files from each special education teacher to verify parental consent was obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services. The total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>January 30, 2006 On going there after</p>	<p>Case manager and superintendent or designee</p>	<p><b>Met</b> <b>January '06</b></p>	
<p>Please explain the data (6 month)</p> <p><b>Superintendent designee (Special Ed. Director) reviewed initial and reevaluation assessments that had been completed between 8-05 and 1-06. Seven special education teachers were reviewed, five of whom had been involved in first-time evaluations, reevaluations, or initial placement of the child in a program providing special education or special education and related services. Fifteen files were reviewed. Nine involved first-time evaluations, six involved reevaluations, and eight of nine initial evaluations led to initial placement. In each case, informed parental consent was obtained. Informed parental consent was also obtained in the three reevaluations that are currently in progress.</b></p>				
<p>Please explain the data (12 month)</p>				